

**PRIMES – Partnerships and Research Investigations with
Mathematicians, Engineers and Scientists
Mathematics Science Partnership (MSP) Title IIB**

Score _____ Rank _____

Recommended for funding? (Y/N) _____

Project Title: _____

Project Director(s): _____

Amount Requested: Year 1 _____ **; Year 2:** _____ **; Year 3** _____ **Project Total:** _____

Required Components: Listed below are the required components to be included with the application. Narrative sections of the proposal must be double-spaced and the font used not smaller than 12-point.

Cover page (Appendix A)	_____ Yes _____ No	Project Abstract	_____ Yes _____ No
Assurances (Appendix B)	_____ Yes _____ No	Project Narrative and Timeline	_____ Yes _____ No
Partner Identification Form (Appendix C)	_____ Yes _____ No	Bibliography	_____ Yes _____ No
Resumes for project personnel	_____ Yes _____ No	Description of Alignment to State Content	
Letter(s) of commitment from each partner	_____ Yes _____ No	and Professional Development Standards	_____ Yes _____ No
Service agreements from schools/districts	_____ Yes _____ No	Evaluation and Accountability Plan	_____ Yes _____ No
Results of Needs Assessment	_____ Yes _____ No	Proposed budget and narrative (Appendix D)	_____ Yes _____ No

1. Commitment and Capacity of PRIMES – 20 points					
	Low				High
1a. The proposal defines the participation level of the mathematics and science teachers (90% annual commitment level) and the inclusion of technology, special education, and Limited English Teachers.	0	1	2	3	4
1b. The proposal describes a plan of commitment to work with RIDE to develop on-going professional development activities that will be conducted (including but not limited to 2 weeks in each of the three summers of the grant)	0	1	2	3	4
1c. The proposal demonstrates how the extended school day provides on-going professional development for educators and families as well as enhanced learning opportunities for students consistent with the goals of PRIMES.	0	1	2	3	4
1d. The proposal describes how the schools will work with RIDE staff to align the partnership's outcomes with various state initiatives (i.e. High School Diploma System, GLEs/GSEs, Personal Literacy Plans)	0	1	2	3	4
1e. The proposal defines the level of participation on the part of district and school administrators to support teachers and build community capacity around PRIMES.	0	1	2	3	4
1f. The proposal defines how PRIMES will impact the implementation, support and sustainability of standards-based teaching and learning for all students in grades 6 – 12 using mathematics, science, and English Language Arts Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs).	0	1	2	3	4
1g. The proposal describes a plan of how PRIMES will recruit mathematicians, scientists, and engineers from higher education and industry to enhance the effectiveness of the program.	0	1	2	3	4
1h. The proposal describes a plan of how PRIMES will engage families on an on-going basis so that they may support their children's education.	0	1	2	3	4
Subtotal					

2. Demonstration of Need – 20 Points					
	Low				High
2a. The LEA is identified as having <u>at least</u> 20% of its students receiving free or reduced lunch.	0	1	2	3	4
2b. The proposal reflects a plan of action to increase NECAP Assessment scores in mathematics, reading, written and oral communication (and in science beginning in 2007-08) through PRIMES.	0	1	2	3	4
2c. The proposal demonstrates the alignment between PRIMES and school improvement plans, SALT surveys, or other documentation.	0	1	2	3	4
Subtotal					

3. Alignment of Project Goals and Objectives with Prof. Dev. Needs – 30 points					
	Low				High
3a. The proposal describes how professional development activities will lead to increased teacher content knowledge and pedagogy.	0	1	2	3	4
3b. The proposal details how administrators, school counselors, English Language Learners, and Special Needs teachers will be involved in professional development to create a system that is supportive of students, families, and teachers.	0	1	2	3	4
3c. The proposal describes how partnerships formed with businesses and higher education enable students, families, and teachers to learn what is needed for students to be prepared for their needs beyond high school.	0	1	2	3	4
3d. The proposal demonstrates the need for 21 st Century Skills (as described at http://www.21stcenturyskills.org/) to be part of professional development for teachers.	0	1	2	3	4
3e. The proposal identifies standards-based programs in mathematics and science and details appropriate professional development activities to effectively implement the programs.	0	1	2	3	4
Subtotal					

4. Plan for Sustainability – 20 points					
	Low				High
4a. The proposal defines a plan to continue the work of PRIMES when the grant expires.	0	1	2	3	4
4b. The proposal identifies how PRIMES will be supplemented through human and material resources to support the efforts and progress made in schools.	0	1	2	3	4
4c. The proposal identifies how the LEA and its partners engage in a plan for yearly review and evaluation of PRIMES to determine progress.	0	1	2	3	4
Subtotal					

5. Budget and Cost Effectiveness – 10 points					
5a. The proposed budget is cost-efficient and reasonable.	Low		High		
	0	1	2	3	4
5b. The proposed budget is accurate, and the budget narrative clearly details all expenditures.	0	1	2	3	4
5c. The proposed budget clearly reflects funding of PD to support targeted goals.	0	1	2	3	4
5d. The proposal demonstrates an understanding of and commitment to the PRIMES timeline provided.	0	1	2	3	4
Subtotal					